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ABSTRACT

A review of 31 research documents found 26 of them relevant to the topic of student discipline and motivation. Variables studied in the 26 documents include time-on-task, achievement, disruptions, student attitudes and self-concept, absenteeism, disciplinary referral, detention, suspension, and expulsion. Among the review's findings are that effective classroom management involves a high degree of structure, clear and consistently enforced rules, and teacher monitoring and feedback; that behavioral and motivational improvement secured through material rewards is not as permanent as that achieved by social means; that student academic success will improve motivation and discipline; and that effective punishment should be commensurate with the offense and accompanied by support and assistance. Eight recommendations are made, including inservice and preservice training of school personnel in effective practices, use of formal and informal social reinforcements, and instruction of students in appropriate behavior. Attached to the review are a table profiling 12 effective programs and their educational levels, major goals and features, evidence of effectiveness, and sources of further information; listings of the supportive, nonsupportive, and inconclusive research documents on five hypotheses; and 31 "item reports" giving data on each document reviewed and its relevance, quality, findings, and conclusions. (Author/RW)

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STUDENT DISCIPLINE AND MOTIVATION

Research Synthesis

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PREFACE

This report is one of a series of reviews of research literature conducted in response to the priority concerns of clients of the Northwest Regional Educational Laboratory and of educators nationally. Each of these reports addresses a topic which is deemed to have an impact, actual or potential, on school effectiveness. All of the reports have been generated using the same general approach and a common reporting format.

Originally developed for a project supported by the Alaska Department of Education, the review process begins with a topical literature search using both computer based ERIC and conventional library methods. Articles and other documents found are analyzed and abstracted into a brief form called an Item Report. Each of the items is then judged against a set of pre-established criteria and ranked on a five-point scale. The collection of Item Reports are then examined for purposes of identifying issues. These issues are stated in the form of hypotheses. Each hypothesis thus generated becomes the subject of a Decision Display. A Decision Display is created by sorting the Item Reports into those which support and negate the hypothesis, are inconclusive, are badly flawed, or are irrelevant. One or more Decision Displays are generated for each topic addressed. A Summary Report is then generated from the consideration of the Decision Displays and the file of Item Reports. Thus, each complete report in the series consists of a Summary Report which is backed up by one or more Decision Displays which in turn are supported by a file of Item Reports. This format was designed to accommodate those readers who might wish to delve into various depths of detail.

This report is not intended to represent the "final word" on the topic considered. Rather, it represents the analysis of a particular collection of research documents at this time. There may be other documents that were not found because of time or other limitations. There may be new research published tomorrow. This present report represents our best judgment of available information at this time. This format allows for modification and re-analysis as new information becomes available or old information is re-interpreted.

For a more complete description of the analysis process see William G. Savard, Procedures for Research on School Effectiveness Project, Audit and Evaluation Program, Northwest Regional Educational Laboratory, December 10, 1980.

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Introduction

For the past several years, "lack of discipline" has been regarded by the public as the number one problem facing the nation's educational system, according to the annual Gallup Poll of the Public's Attitudes Toward the Public Schools. In the most recent Gallup survey, the general issue of discipline is closely followed by public concern about several related issues, including "use of drugs," "lack of respect for other students/teachers," "pupils' lack of interest/truancy," and "crime/vandalism."

The concern expressed by educators and by students themselves regarding problems of discipline and student apathy is equally strong. In addition to the large volume of material on these subjects in the educational literature, newspapers, popular periodicals and television "magazine" programs have featured stories of student violence directed at teachers and at one another. Instances of school vandalism and of drug and alcohol-related problems are likewise constantly in the news, to say nothing of the poor achievement and attitudes that result when school environments are characterized by disorder and danger.

The spectrum of professional and lay opinion on effective school discipline ranges from those who would prescribe draconian punishments for offenders to those who concentrate entirely on prevention through values education. Also represented are those who prefer to ignore or suppress the problem and those who acknowledge that problems exist, but seek to explain them away by pointing to probable causes in the larger social context.

Educational literature, like popular literature and broadcasting, contains arguments representing this wide range of opinion on how to establish and maintain effective disciplinary and motivational practices in the schools. The present report, like others in this series, is an attempt to resolve some of this contention by examining the findings of research studies and reviews of research.

The research literature on discipline and student motivation at the elementary and secondary levels is characterized by a distinction between: (1) investigations of practices intended to prevent or reduce the likelihood of discipline problems and student apathy; and (2) investigations of practices for remediating problems of student misbehavior and lack of motivation. The former category includes many recent, high-quality studies and reviews on classroom management and organization; the latter focuses on programs and practices for dealing with existing discipline problems.

Thirty-one research documents were examined in preparation for this report, and 26 of these proved to be both methodologically sound and relevant to the present inquiry. Eleven were primary sources, 14 were secondary sources, and one source reported findings from both a study and a review.[1]

Seven of the reports were studies or reviews which yielded information about classroom management practices which reduce the incidence of student misbehavior and indifference toward learning. Nineteen were concerned with treatments--isolated practices or full-blown programs--intended to remediate discipline problems, enhance student motivation, or both.

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[1] NWREL synthesis documents developed using the Research on School Effectiveness Project model generally rely more on primary source materials than on secondary reviews. We have diverged from this approach for the present analysis, however, because of the many high quality reviews of classroom management research which have been conducted and published in recent years. In our judgment, very little would be added to the knowledge base in this area if we were to analyze essentially the same body of research as that reviewed by Brophy, Evertson, Thomas and others from whose work we have drawn for this report.

Eight reports were concerned with secondary students, five with elementary students, eight with elementary and secondary students, and four with primary children. The age/grade level of students in one study was not specified.

The outcome areas of concern to the researchers covered a wide range. Many studies were simultaneously concerned with eradicating or reducing certain behaviors and with inculcating other behaviors. Thus, the number of discrete considerations of the major outcome areas greatly exceeds the number of studies and reviews. Seventeen of the repo.ts were concerned, in whole or in part, with student engagement/motivation as measured by time-on-task. Other major outcomes examined were achievement (11 reports); order/reduction of disruptions (14); student achievement (11); student attitude (7); student self concept (3); and rates of disciplinary referral, detention, suspension, expulsion and/or student absenteeism (5).

Findings

The research review effort provided support for several kinds of prevention and remediation approaches to problems of student misbehavior and apathy. Findings regarding practices which can prevent or reduce the likelihood of classroom disruption and indifferences were identified through a review of classroom management research. From this research was developed the hypothesis that: Classroom management which is characterized by a high degree of structure; clear and consistently enforced rules; and teacher awareness, monitoring, feedback and reinforcement has a positive effect on time-on-task and achievement, and is effective in preventing/reducing student misbehavior.

Virtually all researchers and reviewers of research on classroom management and organization cited a structured, interactive, no-nonsense environment as the kind of setting which promotes student interest, reduces classroom disruption, and therefore enhances student achievement. Those familiar with other reports in this series will recall that this sort of classroom environment also facilitates the use of instructional practices which have been shown to confer achievement and affective benefits upon students.[2] And whereas many inquiries into structural or instructional practices reveal different kinds of findings for students of different age/grade levels, classroom management research has identified basically the same sort of management/organizational structure as effective for reducing misbehavior and enhancing motivation for students at all levels. Obviously, the kinds of rules, teacher feedback, and so on will be different in primary classrooms than in senior high classrooms; but the overriding finding is that structure, consistently applied rules and teacher-student interaction are basic to order and motivation at all educational levels.

Within this general requirement for preventive discipline, researchers and reviewers have identified specific approaches which effective teachers use to prevent or reduce disruption and to keep students interested. These include: (1) clarifying and enforcing classroom codes/rules from the very beginning of the school year; (2) making smooth transitions between classroom activities; (3) giving praise for student effort and success and avoiding public criticism of students; (4) being aware of the interests and problems of individual students; and (5) giving seatwork assignments which are varied and challenging.

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[2]See Kathleen Cotton and W.G. Savard, Group Size, Time Factors in Learning and Direct Instruction (Portland: Northwest Regional Educational Laboratory), 1981, 1982.

The review of research on approaches to dealing with existing discipline and motivational problems led to several hypotheses. These are organized according to the kinds of strategies used and the degree of success research has shown to result from them.

Behavioral and motivational improvements produced by offering students material rewards for displaying desired behaviors tend to be temporary, to occur only in settings where the reward system is in effect, and to undermine intrinsic motivation. This hypothesis was generated because the use of tangible rewards to induce "problem" students to stop misbehaving and attend to their classwork is extremely common in the public schools. This report does not focus on the most extreme form of this practice, namely the behavior modification strategies used with chidren in special education settings. Rather, we are concerned here with the efficacy of such regular education practices as offering tokens which can be redeemed for inexpensive prizes at the elementary level; offering free time to middle school children; or home-school agreements whereby senior high level students can earn automobile privileges and the like for displaying desired behaviors in school settings.

There is little doubt, according to the research, that these strategies work in the short term. The issue which has been investigated more recently, however, is the effect on subsequent behavior and motivation when tangible rewards are provided for "good" behavior. While some research has shown lasting effects when such reward structures are used, the majority of research studies have indicated that the improvements produced by such means do not persist over time and do not carry over to situations where there is no promise of a reward for behaving as the school or teacher desires. Whether the rewards are offered in exchange for displaying docile, non-disruptive behavior, or for attending to and completing one's school work, or for both, research has generally shown that the practice works very well so long as

the "prizes" are enticing and continue to be awarded. However, if the rewards lose their novelty or stop altogether, or if the student is placed in a new situation where there is no reward system, the previously obtained improvements tend to deteriorate.

Worse still, the provision of tangible rewards has been shown to cause a reduction in intrinsic motivation to engage in activities which were previously pursued for their own sake. To illustrate this effect, it was found that students who were given rewards for engaging in activities they had identified as their favorite free-time pursuits lost interest in these "favorites" when the rewards were withdrawn. Material reward structures, then, appear to have considerable power to influence student behavior and attitudes. Given this power, one researcher went so far as to assert that it is morally objectionable to create situations in which "repeated pairings of an extrinsic reinforcer with a task lead to a condition wherein task and reward come to be perceived as inseparable." And the more important the skill or knowledge is to success in school and in life, the more important it becomes to avoid giving students the impression that school and life will always provide an immediate, tangible reward for effort in this area.

Although controversy exists regarding the provision of material rewards for desired behaviors, and although research generally does not support this practice, there is considerable support in the research base for providing other kinds of rewards. Examination of the research dealing with other types of behavioral reinforcements led to the hypothesis that: Behavioral and motivational improvements achieved by social means such as teacher feedback, peer pressure and recognition ceremonies tend to maintain over time and to generalize to new situations.

The benefits conferred upon student self-esteem, attitude and achievement when teachers provide support and express approval have been noted again and again in the course of investigating classroom organizational and instructional practices. Research shows that similarly positive effects result when students receive demonstrations of respect and support from administrators, counselors and other students for their efforts and successes in improving their behavior and/or their academic work. These benefits, moreover, appear to have much greater staying power than those produced through more superficial, material reward structures.

According to one reviewer, "social reinforcers generally contribute to intrinsic motivation if they are salient to the task at hand, if their presentation is unambiguous, and if they occur at a low enough frequenty to prevent satiation." The point here is that social reinforcers have to appear valuable to students in order for those students to expend effort to receive them and to feel truly rewarded by them. Giving students "warm fuzzies" at every turn appears not to serve as reinforcement and may even inspire student suspicion of the teacher or counselor's motives or competence.

Group contingency systems in which each student has the power to help or hinder an entire group or class with his/her behavior, and is in turn encouraged to keep group standards high, are effective in promoting a sense of belonging and in promoting desired classroom and schoolwide behavior. Recognition assemblies and other "ceremonial" reward structures are likewise effective, again if they are meaningful and are designed to reward genuine effort and achievement.

School and classroom structures which enable students to experience academic or social success are effective in enhancing motivation and remediating discipline problems. This hypothesis is related to the previous

statement about social/interpersonal reinforcement. It was developed because the experience of success is clearly the common denominator among both prevention and remediation approaches to issues ot student discipline and motivation.

Research and conventional wisdom have repeatedly indicated that "nothing succeeds like success." As regards achievement motivation, it has been shown that when students are given learning tasks which are at an appropriate level of difficulty, they are challenged, they are able to succeed, and their motivation consequently remains high. As regards the establishment and maintenance of discipline, it has frequently been demonstrated that students who are disruptive or deliquent are frequently those who have not experienced success academically or socially.

Success-enabling techniques which have proven effective with such students cover a wide range. Counseling approaches which involve giving students behavioral tasks that they can do and do well and for which they receive peer, counselor and administrator support, have produced dramatic improvements in student behavior. Instructional approaches in which "how to behave appropriately" is the instructional content have likewise produced positive results. Cross-age programs in which "problem" students can succeed in taking responsibility for entertaining and caring for younger children represent yet another success-enabling approach. In-school suspension programs which provide success-oriented task assignments and counseling support have also produced positive results where more punishment-oriented approaches have failed.

Apropos of punishment, a final hypothesis generated from the examination of the research base is that: Punishment which is commensurate with the offense and which is accompanied by support and assistance is effective in

reducing student misbehavior; punishment which is excessive, applied inequitably or delivered without support is ineffective in remediating misbehavior.

The research base contains many reports of the effects of approaches which involve the administration of punishment, especially for older students regarded as chronic or serious offenders. Research on programs and practices involving the use of punishment indicates that approaches such as depriving students of privileges, mobility or the company of other students on a temporary basis can be effective in curbing their misbehavior, so long as these deprivations are accompanied by other, supportive practices. The use of detention or suspension facilities which merely contain students for a time do not produce positive results and may, in fact, produce negative ones. On the other hand, special facilities which make the temporary confinement of students on occasion for counseling and other assistance have been shown to be effective in producing behavioral improvements and enhancing learning motivation.

Some studies were undertaken to determine how improvements might be made in situations where punishments were meted out inequitably; where, for example, the same offense was dealt with more harshly if commited by a black student than by a white student, or by a male student compared to a female student. Investigation of these situations revealed, among other things, the punishments which may be reasonable and useful under other circumstances are not at all effective if it is obvious to students than they are prescribed for some categories of students and not others.

Controlled research on corporal punishment is scare owing to the ethical problems associated with setting up studies involving its use. Such research as there is indicated that corporal punishment is similar to corporeal rewards--effective in the short term and neutral or negative in the long term. The only real support for corporal punishment in the research comes from studies conducted with special education students. These studies show that cautiously applied physical punishments can be used successfully in keeping students from injuring themselves or one another.

Conclusions

Findings emerging from the research base on discipline and student motivation lead to several conclusions about practices which are effective and those which are not. In order to prevent or reduce the likelihood of student disruptions and indifference to learning, classroom management techniques featuring a high degree of structure, frequent interaction and feedback/reinforcement, and the establishment and maintenance of clear behavioral standards are very effective.

When school or classroom disruptions do occur and/or when students exhibit apathy toward the learning process and learning environment, some remediation approaches have been found more effective than others. Offering tangible rewards can be effective in inducing students to change their behavior, but these changes are generally superficial. Such "improvements" tend to disappear when the reward system disappears or becomes stale. Withdrawal of or satiation with the reward system can even cause students to regress to a less desirable behavioral or motivational state than before the reward system was initiated.

Social reinforcers such as approval from school personnel, support and encouragement from other students, and school formalities in which student effort and achievement are given public recognition are effective in producing lasting behavioral improvements. Internal changes in self-concept and self-confidence appear to be facilitated by these intangible rewards, and, as such, they follow the student into new settings and new tasks.

Many students do not know what it feels like to succeed in getting along with others, completing academic work or making a contribution to a group. Practices which involve teaching students what counts as appropriate behavior and why, and approaches which enable students to experience and be validated by success in social and academic activities are effective in enhancing subsequent motivation to learn and to behave appropriately.

Punishment per se is ineffective and often detrimental, especially if it is administered unequally or is incongruent with the offense that inspired it. Punishment can be effective in demonstrating the relationship between actions and outcomes and in inducing behavioral changes, provided it is accompanied by support, assistance and the opportunity to demonstrate changes in the future. Corporal punishment is ineffective, potentially detrimental, and ethically offensive to a great many educators and laypersons.

Recommendations

Based on these findings and conclusions, it is recommended that:

1. School personnel receive information and training concerning the classroom management and organizational practices known to be effective in preventing/reducing problems of student disruption and apathy.

2. Preservice programs present information and training regarding these management/organizational practices.
3. School and district policy discourage reliance on "token economies" to enhance student motivation or to remediate misbehavior within regular education settings.
4. School personnel provide formal and informal social reinforcements to reduce disruptive behavior and enhance motivation.
5. Programs which offer instruction in appropriate behavior and how to exhibit it be utilized with seriously disruptive students.
6. Practices which enable students to experience academic and social success be intiated by administrators, teachers and counselors.
7. Punishments be administered in the content of programs of support and assistance to disruptive or deliquent students.
8. Policymakers review descriptions of programs and practices which are congruent with the findings or research and adopt or adapt those which are appropriate to local needs.

The next section of this report contains an overview of prevention and remediation programs which have produced positive results in school settings in different parts of the country. Readers are invited to review these as part of their investigation of approaches which might be modified and used in their local school settings.

SOME EFFECTIVE PROGRAMS FOR IMPROVING SCHOOL DISCIPLINE AND STUDENT MOTIVATION

Displayed on the following pages are overviews of several programs which have been implemented to reduce student misbehaviors and enhance student motivation. School personnel interested in providing discipline/motivation programs might wish to consider the kinds of programs included in this section as they review their local needs and goals.

It should be noted that the following overview is only a small sampling of the many good programs which have been developed in order to improve discipline and motivation. This particular selection includes programs which are: for students and teachers at different age/grade levels; for different kinds of school settings; for both prevention and remediation; and compatible with research findings in this area. They are also programs for which evidence of effectiveness has been compiled and published.

SOME EFFECTIVE PROGRAMS FOR IMPROVING SCHOOL DISCIPLINE AND STUDENT MOTIVATION

Program/Model	Level	Major Goal(s)	Major Features	Evidence of Effectiveness	For More Information
Alternative Citizenship Program (King William County, Virginia, Public Schools)	Secondary (Jr. and Senior High)	To reduce school suspensions To enhance the achievement and self-concepts of disruptive students To enable disruptive students to reenter	Isolated, in-school suspension facility where students work with assigned tutors Data gathering system to diagnose problems and plan individualized treatments Educational and counseling services for students on in-school suspension	Reduction of suspensions by over 50 percent Academic and self-concept improvements	See: Winborne, C.R., In-school suspension programs: The King William County Model Educational Leadership, 1980, 37, 466-470.
Childcare Apprenticeship Program (Robert W. White Elementary School Boston, MA)	Intermediate	To encourage prosocial behavior on the part of deliquent adolescents To reduce vandalism, disruptions To provide handicapped younger children with positive educational experiences	Care of handicapped young children by older elementary children with behavior problems In-depth selection/orientation process for childcare workers Ongoing monitoring of childcare worker interaction with their "charges"	Reduction of disruptions and vandalism Improvements in self-concept and attitude Development of prevocaticnal skills Increased services to young children	See: Duggan, H., & Shlien, J. The childcare apprenticeship program: An experiment in cross-age intervention. In School Crime and Disruption: Prevention Models. Davis, CA: Responsible Action, 1978.

Program/Model	Level	Major Goal(s)	Major Features	Evidence of Effectiveness	For More Information
Committee on Referral and Evaluation (CORE) (Seaford High School, Seaford, Delaware	Secondary (9-12)	To improve the behavior of serious discipline problem students To reduce suspensions and detentions To make all students aware of counseling and other services	In-depth analysis of and prescriptions for remediation of student problems Liaison with other learning institutions, mental health agencies, legal bureaus, community groups Parent involvement	Reduction in suspensions and detentions Improvements in student behavior Contact with 91 percent of all students to publicize availability of services	See: Newman, D.G. An approach to combat student misbehavior at the ninth grade level. Ft. Lauderdale, FL: Nova University, 1979. ED 193 766 (See Item No. 350)
Diversified Educational Experience Program (DEEP)	Secondary (Grades 7-12)	To reduce dropouts and absenteeism To improve student attitudes	Inservice teacher training program to increase classroom management skills Student participation in developing and enforcing classroom rules Learning activities featuring electronic and non-electronic media	Reduction in absenteeism Reduction in dropouts Increased student respect for school system and valuation of knowledge	Contact: Jane Connett Educational Services Building 640 North Emporia Wichita, KS
The Fourth R: Responsibility-(Modesto City Schools, Modesto, CA)	K-12	To provide instruction in values clarification To promote personal responsibility and citizenship	Character education courses Dissemination of conduct code booklets to students and parents Citizenship evaluations which are tied to activity eligibility and privileges Pursuit, pickup and counseling of truant students Community consortium for youth problems A student recognition program for service, good citizenship, etc.	Significant reduction in truancy Increase in student citizenship capabilities Reduction of vandalism Widespread community support	Contact: Dr. James C. Enochs, Director Curriculum and Instruction Modesto City Schools, 426 Locust Street Modesto, CA 95351 (209) 576-4115

Program/Model	Level	Major Goal(s)	Major Features	Evidence of Effectiveness	For More Information
Herbert Marcus Elementary School Model for Classroom Management	K-7	To improve student behavior To provide better learning conditions To reduce inequity in disciplinary actions toward black and white students	Teacher training in classroom management Teacher awareness sessions in discovering and addressing unconscious biases Intensive, individualized teacher student interactions throughout school year	Increase in positive teacher behaviors Achievement increases of program students Significant reduction of disciplinary referrals	See: Grantham, M.L., The Herbert Marcus Elementary School model for classroom management provided by alternatives to discipline. Ft. Lauderdale, FL: Nova University, 1975, ED 115 587 (See Item No. 337)
Instant Quarter-Credit Concept (Brien McMahon High, Norwalk, CT)	Secondary (Sr. High)	To reduce tardiness and absenteeism To improve student involvement and achievement	Denial of credit to students failing to attend classes regularly Communications to parents regarding students' absences/tardies and potential impact on their grades Hearings involving students, school staff and parents	31 percent reduction in tardiness 51 percent reduction in number of classes missed 25 percent fewer failing marks 18 percent fewer failing students	See: Garcia, E.J. Instant quarter-credit concept--An answer to class cutting. NASSP Bulletin, 1979, 63 (424), 39-43.
Pike County High School Student Participation Model (Brundige, AL)	Secondary (Sr. High)	To enlist student assistance in addressing drug abuse problem To reduce incidence of drup abuse	Student-delivered requests to other students to leave drugs at home "Rap-room" for drug users and others to discuss problems Dissemination of information on alternatives to drug use	Decrease in drug use and drug-related problems Increase in student sense of power	See: Wright, J. Students can be effective change agents. NASSP Bulletin, 1979, 63, (424), 44-49.

Program/Model	Level	Major Goal(s)	Major Features	Evidence of Effectiveness	For More Information
Positive Alternatives to Student Suspensions (PASS)	Secondary (Senior and Junior High)	To reduce student suspensions	Inservice training for all school personnel in communications and values clarification Intensive teacher training in behavioral science techniques and approaches School and home "survival" courses for disruptive students A time-out center with counseling services	Significantly fewer suspensions than before program implementation Significantly fewer suspensions than comparison schools	See: Bailey, R.E., & Kackley, J.C. Positive Alternatives to Student Suspensions: An Overview. Washington,D.C.: Bureau of Elementary and Secondary Educat Education, 1977. ED 165 347. (See Item No. 334)
A Point Economy System for Students with Serious Social and Academic Problems (Charlottesville City, Virginia Public Schools)	Middle School (Grades 6-8)	To build basic skills To promote self-control To reduce classroom disruptions	Basic skill instruction with high degree of structure Point-economy system enabling students to "purchase" tangible materials Parent/community involvement	Increase in student motivation, listening skills Reduction in both minor and serious disruptions	Contact: Herbert P. Cothrill, Jr. Director of Evaluation and Finance Charlottesville City Public Schools 1562 Dairy Road Charlottesville, VA 22903
Positive Approach to Discipline (PAD)	Secondary (Jr. High)	To reduce disciplinary referrals to administration To reduce suspensions To equalize disciplinary sanctions for white and minority students	Four-day teacher workshop and followup activities designed to enhance teacher effectiveness in preventing/remediating discipline problems Instruction to students in responsible classroom behavior Development of student behavior contracts Use of time-out center	Reduction in disciplinary referrals--all students, black students Reduction in suspensions--all students, black students	See: Allen, S. A study to determine the effectiveness of a Positive Approach to Discipline System for classroom management. Paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles, CA, April 1981. ED 203 490 (See Item No. 328)

Program/Model	Level	Major Goal(s)	Major Features	Evidence of Effectiveness	For More Information
Truancy Prevention Program (Sunnyside Jr. High, Tucson, AZ)	Secondary (Jr. High)	To reduce/prevent truancy To improve student behavior To improve teacher morale and skill in dealing with discipline problems	Teacher training in classroom management skills Instruction for students in classroom responsibility, self-management Teacher-developed reinforcement systems	Reduction of tardiness, unpreparedness and disruptions Improvements in student attitudes Reduction of disciplinary referrals to administration	See: Unger, K.V., et al., skills training can reduce problems. NASSP Bulletin, 1979, 63 (8), 72-76.

DISCIPLINE/MOTIVATION
Decision Display
#1

Restatement of issue as a hypothesis:

Classroom management which is characterized by a high degree of structure; clear and consistently enforced rules; and teacher awareness, monitoring, feedback and reinforcement has a positive effect on time-on-task and achievement and is effective in preventing/reducing student misbehavior.

Item Number	Short Title	Quality Rating of Study (5=High)
Items which tend to support hypothesis:		
322	Bowermaster, 1981, ERIC/EECE Discipline Review	[4] (studies generally support)
332	Thomas, 1978, RBS Class Management Review	[4] (studies generally support)
351	Evertson, 1982, COETP	[4] (studies generally support)
323	Doyle, 1980, Classroom Management Monograph	[3] (24 studies support)
324	SEDL Rx, 1980, Classroom Management Synthesis	[3] (studies generally support)
325	Wlodkowski, 1977, Motivation Monograph	[3] (studies generally support)
327	Dunn, et al., 1980, Title I Teacher Survey	[3]
331	Mattaliano, 1980, Discipline/Misbehavior Review	[3] (13 studies support)
341	Feldhusen, 1979, Secondary Behavior Problems	[3] (studies generally support)
349	Brophy & Putnam, 1978, IRT Class Management	[3] (studies generally support)
329	Davis, 19743, NEA Discipline Monograph	[2] (studies generally support)
Items which tend to deny hypothesis:		
None		

Items which are inconclusive regarding the hypothesis:

None

Items which were excluded because they were weak:

None

Items which were excluded because they were judged to be irrelevant to this hypothesis:

326 Young, 1980, Academics Plus
328 Allen, 1981, PAD System
330 DeEsch, 1980, Group Counseling Study
333 ERIC/CEM, 1979, Discipline Brief
334 Bailey & Kackley, 1977, PASS Program
335 Responsible Action, 1978, Crime Prevention Models
336 Thompson & Cates, 1976, Teaching Discipline
337 Grantham, 1975, Marcus School
338 Childrens' Defense Fund, 1975, Suspensions
339 Hapkiewicz, 1975, Corporal Punishment
340 Bolstad & Johnson, 1972, Student Self-Regulations
342 Zelie, et al., 1980, Jr. High Counseling Study
343 Landen & Willems, 1979, Motivating Children
344 Bates, 1979, Extrinsic/Intrinsic Motivation
345 Cooper & Walker, 1980, Peer Dynamics
346 Glickman & Wolfgang, 1979, Eclectic Discipline Review
347 Hummel, 1977, DRO/DRL
348 Spaulding, 1978, Control of Deviancy
350 Newman, 1979, CORE
352 Jenson, 1978, Secondary Behavior Modification

DISCIPLINE/MOTIVATION
Decision Display
#2

Restatement of issue as hypothesis:

Behavioral and motivational improvements produced by offering students material rewards for displaying desired behaviors tend to be temporary, to occur only in settings where the reward system is in effect, and to undermine intrinsic motivation.

Item Number	Short Title	Quality Rating of Study (5=High)
Items which tend to support hypothesis:		
332	Thomas, 1978, RBS Class Management Review	[4] (studies generally support)
325	Wlodkowski, 1977, Motivation Monograph	[3] (studies generally support)
343	Landen & Willems, 1979, Motivating Children	[3] (study and review support)
344	Bates, 1979, Extrinsic/Intrinsic Motivation	[3]
348	Spaulding, 1978, Control of Deviancy	[3] (studies generally support)
349	Brophy & Putnam, 1978, IRT Class Management Review	[3] (studies generally support)
329	Davis, 1974, NEA Discipline Monograph	[2] (studies generally support)
Items which tend to deny hypothesis:		
327	Dunn, et al., 1980, Title I Teacher Survey	[3]
340	Bolstad & Johnson, 1972, Student Self-Regulation	[3]

Item Number	Short Title	Quality Rating of Study (5=High)

Items which are inconclusive regarding the hypothesis:

347	Hummell, 1977, DRO/DRL	[2]

Items which were excluded because they were weak:

None

Items which were excluded because they were judged to be irrelevant to this hypothesis:

322	Bowermaster, 1981, ERIC/EECE Discipline Review
323	Doyle, 1980, Classroom Management Monograph
324	SEDL Rx, 1980, Classroom Management Synthesis
326	Young, 1980, Academics Plus
328	Allen, 1981, PAD System
330	DeEsch, 1980, Group Counseling Study
331	Mattaliano, 1980, Discipline/Misbehavior Review
333	ERIC/CEM, 1979, Discipline Brief
334	Bailey & Kackley, 1977, PASS Program
335	Responsible Action, 1978, Crime Prevention Models
336	Thompson & Cates, 1976, Teaching Discipline
337	Grantham, 1975, Marcus School
338	Childrens' Defense Fund, 1975, Suspensions
339	Hapkiewicz, 1975, Corporal Punishment
341	Feldhusen, 1979, Secondary Behavior Problems
342	Zelie, et al., 1980, Jr. High Counseling Study
345	Cooper & Walker, 1980, Peer Dynamics
346	Glickman & Wolfgang, 1979, Eclectic Discipline Review
350	Newman, 1979, CORE
351	Evertson, 1982, COTEP
352	Jenson, 1978, Secondary Behavior Modification

DISCIPLINE/MOTIVATION
Decision Display
#3

Restatement of issue as a hypothesis:

Behavioral and motivational improvements achieved by social means such as teacher feedback, peer pressure and recognition ceremonies tend to maintain over time and to generalize to new situations.

Item Number	Short Title	Quality Rating of Study (5=High)
Items which tend to support hypothesis:		
330	DeEsch, 1980, Group Counseling Study	[4] (studies generally support)
332	Thomas, 1978, RBS Class Management Review	[4] (studies generally support)
334	Bailey & Kackley, 1977, PASS Program	[4]
350	Newman, 1979, CORE	[4]
352	Jenson, 1978, Secondary Behavior Modification	[4] (studies generally support)
325	Wlodkowski, 1977, Motivation Monograph	[3] (studies generally support)
327	Dunn, et al., 1980, Title I Teacher Survey	[3]
328	Allen, 1981, PAD System	[3]
333	ERIC/CEM, 1979, Discipline Brief	[3] (studies generally support)
336	Thompson & Cates, 1976, Teaching Discipline	[3]
337	Grantham, 1975, Marcus School	[3]
341	Feldhusen, 1979, Secondary Behavior Problems	[3] (studies generally support)
342	Zelie, et al., 1980, Jr. High Counseling Study	[3]
344	Bates, 1979, Extrinsic/Intrinsic Motivation	[3]
348	Spaulding, 1978, Control of Deviancy	[3] (studies generally support)
349	Brophy & Putnam, 1978, IRT Class	[3] (studies generally support)
351	Evertson, 1982, COTEP	[3] (studies generally support)
329	Davis, 1974, NEA Discipline Monograph	[2] (studies generally support)

Item Number	Short Title	Quality Rating of Study (5=High)

Items which tend to deny hypothesis:

None

Items which are inconclusive regarding the hypothesis:

None

Items which were excluded because they were weak:

None

Items which were excluded because they were judged to be irrelevant to this hypothesis:

322 Bowermaster, 1981, ERIC/EECE Discipline Review
323 Doyle, 1980, Classroom Management Monograph
324 SEDL Rx, 1980, Classroom Management Synthesis
326 Young, 1980, Academics Plus
331 Mattaliano, 1980, Discipline/Misbehavior Review
335 Responsible Action, 1978, Crime Prevention Models
338 Childrens' Defense Fund, 1975, Suspensions
339 Hapkiewicz, 1975, Corporal Punishment
340 Bolstad & Johnson, 1972, Student Self-Regulation
343 Landen & Willems, 1979, Motivating Children
345 Cooper & Walker, 1980, Peer Dynamics
346 Glickman & Wolfgang, 1979, Eclectic Discipline Review
347 Hummel, 1977, DRO/DRL

DISCIPLINE/MOTIVATION
Decision Display
#4

Restatement of issue as a hypothesis:

School and classroom structure which enable students to experience academic or social success are effective in enhancing motivation and remediating discipline problems.

Item Number	Short Title	Quality Rating of Study (5=High)	
Items which tend to support hypothesis:			
322	Bowermaster, 1981, ERIC/EECE Discipline Review	[4]	(studies generally support)
330	DeEsch, 1980, Group Counseling Study	[4]	
332	Thomas, 1978, RBS Class Management Review	[4]	(studies generally support)
334	Bailey & Kackley, 1977, PASS Program	[4]	
349	Brophy & Putnam, 1978, IRT Class Management Review	[4]	
352	Jenson, 1978, Secondary Behavior Modification	[4]	(studies generally support)
325	Wlodkowski, 1977, Motivation Monograph	[3]	(studies generally support)
329	Davis, 1974, NEA Disicpline Monograph	[3]	
331	Mattaliano, 1980, Discipline/Misbehavior Review	[3]	(studies generally support)
333	ERIC/CEM, 1979, Discipline Brief	[3]	
336	Thompson & Cates, 1976, Teaching Discipline	[3]	
337	Grantham, 1975, Marcus School	[3]	
341	Feldhusen, 1979, Secondary Behavior Problems	[3]	(studies generally support)
342	Zelie, et al., 1980, Jr. High Counseling Study	[3]	
348	Spaulding, 1978, Control of Deviancy	[3]	(studies generally support)
349	Brophy & Putnam, 1978, IRT Class Management Review	[3]	(studies generally support)
351	Evertson, 1982, COTEP	[3]	(studies generally support)
329	Davis, 1974, NEA Discipline Monograph	[2]	(studies generally support)

Item Number	Short Title	Quality Rating of Study (5=High)

Items which tend to deny hypothesis:

None

Items which are inconclusive regarding the hypothesis:

None

Items which were excluded because they were weak:

None

Items which were excluded because they were judged to be irrelevant to this hypothesis:

323 Doyle, 1980, Classroom Management Monograph
324 SEDL Rx, 1980, Classroom Management Synthesis
326 Young, 1980, Academics Plus
327 Dunn, et al., 1980, Title I Teacher Survey
335 Responsible Action, 1978, Crime Prevention Model
338 Childrens' Defense Fund, 1975, Suspensions
339 Hapkiewicz, 1975, Corporal Punishment
340 Bolstad & Johnson, 1972, Student Self-Regulation
343 Landen & Willems, 1979, Motivating Children
344 Bates, 1979, Extrinsic/Intrinsic Motivation
345 Cooper & Walker, 1980, Peer Dynamics
346 Glickman & Wolfgang, 1979, Eclectic Discipline Review
347 Hummel, 1977, DRO/DRL
348 Spaulding, 1978, Control of Deviancy
349 Brophy & Putnam, 1978, IRT Class Management Review
351 Evertson, 1982, COTEP

DISCIPLINE/MOTIVATION
Decision Display
#5

Restatement of issue as a hypothesis:

Punishment which is commensurate with the offense and which is accompanied by support and assistance in reducing student misbehavior; punishment which is excessive, applied inequitably or delivered without support is ineffective in remediating misbehavior.

Item Number	Short Title	Quality Rating of Study (5=High)
Items which tend to support hypothesis:		
330	DeEsch, 1980, Group Counseling Study	[4]
334	Bailey & Kackley, 1977, PASS Program	[4]
350	Newman, 1979, CORE	[4]
352	Jenson, 1978, Secondary Behavior Modification	[4] (studies generally support)
328	Allen, 1981, PAD System	[3]
331	Mattaliano, 1980, Discipline/Misbehavior Review	[3] (studies generally support)
333	ERIC/CEM, 1979, Discipline Brief	[3] (studies generally support)
341	Feldhusen, 1979, Secondary Behavior Problems	[3] (studies generally support)
Items which tend to deny hypothesis:		
	None	
Items which are inconclusive regarding the hypothesis:		
330	Hapkiewicz, 1975, Corporal Punishment	[2] (studies generally inconclusive)

Items which were excluded because they were weak:

None

Items which were excluded because they were judted to be irrelevant to this hypothesis:

322 Bowermaster, 1981, ERIC/EECE Discipline Review
323 Doyle, 1980, Classroom Management Monograph
324 SEDL Rx, 1980, Classroom Management Synthesis
325 Wlodkowski, 1977, Motivation Monograph
326 Young, 1980, Academics Plus
327 Dunn, et al., 1980, Title I Teacher Survey
329 Davis, 1974, NEA Discipline Monograph
332 Thomas, 1978, RBS Classroom Management Review
335 Responsible Action, 1978, Crime Prevention Models
336 Thompson & Cates, 1976, Teaching Discipline
337 Grantham, 1975, Marcus School
338 Childrens' Defense Fund, 1975, Suspensions
340 Bolstad & Johnson, 1972, Student Self-Regulation
342 Zelie, et al., 1980. Jr. High Counseling Study
343 Landen & Willems, 1979, Motivating Children
344 Bates, 1979, Extrinsic/Intrinsic Motivation
345 Cooper & Walker, 1980, Peer Dynamics
346 Glickman & Wolfgang, 1979, Eclectic Discipline Review
347 Hummel, 1977, DRO/DRL
348 Spaulding, 1978, Control of Deviancy
349 Brophy & Putnam, 1978, IRT Class Management Review
351 Evertson, 1982, COTEP

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334	Bailey, R.E., & Kackley, J.C. Positive Alternatives to Student Suspensions: An overview. Washington, D.C.: Bureau of Elementary and Secondary Education, 1977. (ERIC/EDRS No. ED 165 347)
344	Bates, J.A. Extrinsic reward and intrinsic motivation: A review with implications for the classroom. Review of Educational Research, 1979, 49, 557-576.
340	Bolstad, O.D., & Johnson, S.M. Self-regulation in the modification of disruptive classroom behavior. Eugene, OR: University of Oregon, 1972. (ERIC/EDRS No. ED 065 195)
322	Bowermaster, J. Classroom management and learning in elementary schools. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education, 1981.
349	Brophy, J.E., & Putnam, J.G. Classroom management in the elementary grades. Research Series No. 32. East Lansing, MI: Institute for Research on Teaching, October 1978.
333	Classroom discipline: Research Action Brief No. 5. Eugene, OR: ERIC Clearinghouse on Educational Management, 1979.
234	Classroom management: A research synthesis and conference proceedings. Austin, TX: Southwest Educational Development Laboratory, SEDL Regional Exchange, 1980.
345	Cooper, C., & Walker, C. Peer Dynamics, 1979-1980. Evaluation report. Part II. Lincoln, Nebraska: Nebraska State Department of Education, 1980. (ED 197 279)
329	Davis, J.E. Coping with disruptive behavior. Washington, D.C.: National Education Association, 1974.
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Item No.	Citation
323	Doyle, W. Classroom management. West Lafayette, IN: Kappa Delta Pi, 1980.
327	Dunn, M., Hack, C., & Loring, A. Successful teaching of disadvantaged children: From the perspective of 94 Title I elementary school teachers who were identified as being the most effective in their schools. Miami, FL: Florida International University and Dade County Public School System, 1980. (ERIC/EDRS No. ED 205 488)
351	Evertson, C.M. What research tells us about managing classroom instruction effectively. Palo Alto, CA: Teaching and Learning Institute, 1982.
341	Feldhusen, J. Problems of student behavior in secondary schools. In Duke, D.L. (Ed.). Classroom Management. Chicago, IL: The University of Chicago Press, 1979.
346	Glickman, C.D., & Wolfgang, C.H. Dealing with student misbehavior: An eclectic review. Journal of Teacher Education, 1979, 30 (3), 7-13.
337	Grantham, M.L. The Herbert Marcus Elementary School model for classroom management provided by alternatives in discipline. Ft. Lauderdale, FL: Nova University, 1975. (ERIC/EDRS No. ED 115 587)
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352	Jenson, W.R. Behavior modification in secondary schools: A review. Journal of Research and Development in Education, 1978, 11 (4), 53-61.
343	Landen, J.L., & Willems, A.L. Do you really know how to motivate children? Education, 1979, 99, 283-286.
331	Mattaliano. A.P. Classroom discipline: Recent research. West Hartford, CT: West Hartford Public Schools, 1980. (ERIC/EDRS No. ED 187 036)

Item No.	Citation
350	Newman, D.G. An approach to combat student misbehavior at the ninth grade level: The Committee on Referral and Evaluation. Ft. Lauderdale, FL: Nova University, 1979. (ERIC/EDRS No. ED 193 766)
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348	Spaulding, R.L. Control of deviancy in the classroom as a consequence of ego-enhancing behavior management techniques. Journal of Research and Development in Education, 1978, 2 (4), 39-51.
332	Thomas, J.W. Efficacy and achievement: Self-management and self-regard. Philadelphia, PA: Research for Better Schools, 1978. (ERIC/EDRS No. ED 177 712)
336	Thompson, C., & Cates, J.T. Teaching discipline to students: An individualized teaching-counseling approach. Paper presented at the Annual Convention of the American Personnel and Guidance Association, April 1976. (ERIC/EDRS No. ED 127 507)
325	Wlodkowski, R.J. Motivation. Washington, D.C.: National Education Association, 1977.
326	Young, P.B. Evaluation of the Academics Plus Program, 1979-80: Technical summary report #8106. Philadelphia, PA: Philadelphia School District Office of Research and Evaluation, 1980. (ERIC/EDRS No. ED 195 565)
342	Zelie, K., Stone, C.I. & Lehr, E. Cognitive-behavioral intervention in school discipline: A preliminary study. Personnel and Guidance Journal, 1980, 59, 80-83.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 322 LOCATION: NWREL Info. Center/Pamphlet File

REVIEWER: K. Cotton DATE REVIEWED: March 1982

CITATION: Bowermaster, J. Classroom management and learning in elementary schools. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education, 1981.

DESCRIPTORS: Discipline, Direct Instruction

SHORT TITLE: Bowermaster, 1981, ERIC/EECE Discipline Review

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT X IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE ___ SECONDARY SOURCE X DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 [4] 5 (Strong)

BRIEF DISCUSSION OF RATING:

This review provides detail on the studies examined and clearly presents findings emerging from class management research.

SYNOPSIS:

This is a summary of recent research which correlates the classroom management behaviors of teachers with student outcomes. The report focuses on teacher behaviors which have been shown to be associated with increases in students' on-task behavior and with increases in achievement. Some specific instructional grouping and organizational arrangements are examined for their efficacy in reducing disruptions and fostering greater time-on-task and achievement.

ITEM NUMBER: 322 SHORT TITLE: Bowermaster, 1981, ERIC/EECE Discipline Review

RESEARCHER'S FINDINGS:

Selected findings include: (1) successful elementary teachers had clear standards of behavior for students, made these clear to students, and orchestrated classroom activities in such a way as to foster acceptable behaviors and minimize the occurence of unacceptable ones; (2) effective teachers most often worked out their classroom codes and rules before the beginning of the school year and made these clear to students from the first day of school; (3) effective teachers had the most highly structured classrooms ("those with a low amount of interactive activity and a high proportion of control by the teacher over that activity"); (4) the more effective teachers taught pupils to behave appropriately through means such as rehearsal of procedures and offering of incentives; (5) the effective teachers made use of the instructional approaches collectively known as "direct instruction;" and (6) teachers whose students spent the most time-on-task made smooth transitions, monitored classroom activities by moving around the room or by watching the class at work, and did not permit interruptions at crucial times, such as providing directions to the class.

RESEARCHER'S CONCLUSIONS:

Teachers with the fewest discipline problems and whose students exhibited the greatest amounts of on-task behavior; (1) planned their classroom behavior policies in advance; (2) made clear to students their roles and responsibilities; (3) were alert managers of minute-to-minute interactions with students; (4) engaged in more formal instructional techniques.

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 323 LOCATION: NWREL Info. Center/Pamphlet File

REVIEWER: K. Cotton DATE REVIEWED: March 1982

CITATION: Doyle, W. Classroom management. West Lafayette, IN: Kappa Delta Pi, 1980.

DESCRIPTORS: Discipline, Time Factors (Learning)

SHORT TITLE: Doyle, 1980, Classroom Management Monograph

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT X IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE ___ SECONDARY SOURCE X DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This is a very good restatement of findings emerging from well-designed and conducted studies and review efforts.

SYNOPSIS:

In this monograph the author summarizes findings from recent research on classroom organization and management, and then discusses the implications of these findings for teacher behavior. The report focuses on effecting and maintaining order, as well as restoring order once disruptions have occurred. Some two dozen documents were examined by the author, most of which were classroom-level studies and some of which were reviews of research.

ITEM NUMBER: 323 SHORT TITLE: Doyle, 1980, Classroom Management Monograph

RESEARCHER'S FINDINGS:

In reviewing the research on the behaviors of teachers whose students spent the most time on-task and achieved most, it was found that these teachers: (1) made rules and the consequences of breaking them clear to students from the beginning of the school year; (2) monitored classroom activities closely through circulating around the room and watching the class during seatwork, in order that misbehavior is perceived quickly; (3) dealt with disruptions by means of both positive and negative sanctions; and (4) were knowledgeable about "how classrooms work and what students are likely to do."

In dealing with misbehavior, the effective teachers had a good sense of when to intervene. They had clear ideas about which acts required intervention, which students' misbehavior can be expected to be most disruptive and which contextual situations require addressing student misbehavior in which ways. Effective teachers generally avoid explicit threats, as they often "backfire."

The most effective teachers were found to be those who had had enough classroom experience to foresee and prevent many common kinds of disruption and to address misbehavior quickly and efficiently.

RESEARCHER'S CONCLUSIONS:

"At a very mimimum, effective management requires: (1) extensive knowledge of what is likely to happen in classrooms; (2) the ability to process a large amount of information rapidly; and (3) skill in carrying out effective actions over a long period of time."

REVIEWER'S NOTES AND COMMENTS:

A copy of the report may be found in the Student Discipline and Motivation backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 324 LOCATION: Dissemination Services Program

REVIEWER: K. Cotton DATE REVIEWED: April 1982

CITATION: Classroom management: A research synthesis and conference proceedings. Austin, TX: Southwest Educational Development Laboratory, SEDL Regional Exchange, 1980.

DESCRIPTORS: Discipline, Time Factors, Ability Grouping

SHORT TITLE: SEDL Rx, 1980, Classroom Management Synthesis

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT X IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE ___ SECONDARY SOURCE X DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This is a good review of classroom management research at the elementary and junior high levels.

SYNOPSIS:

This two-part report focuses first on a synthesis of research on classroom management and then provides materials from a classroom management conference held in May 1980. This abstract concerns the research synthesis portion of the paper, which draws upon the work of such researchers as Kounin, Brophy, Stallings, Evertson, Good, Anderson and Emmer.

ITEM NUMBER: 324 SHORT TITLE: SEDL Rx, 1980, Classroom Management Synthesis

RESEARCHER'S FINDINGS:

Findings relating to the establishment and maintenance of order in classrooms include:

Effective teachers (those who maintained order and whose students were on-task and achieved most) had relatively few classroom rules, which were fairly general. The rules and the reasons for them were very well explained at the beginning of the school year.

Effective teachers made their expectations about desirable and intolerable behavior explicit and reviewed these periodically with students.

Effective teachers maintained a group focus in group work rather than dwelling on one child, kept students alert to the activity, and held them accountable for their performance.

RESEARCHER'S CONCLUSIONS:

In addition to a restatement of findings, the reviewers recommend to school administrators that "a clear statement of rules is needed regarding tardiness, absenteeism, and misbehavior" and that "the rules need to be consistently applied."

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 325 LOCATION: NWREL Info. Center/Pamphlet File

REVIEWER: K. Cotton DATE REVIEWED: April 1982

CITATION: Wlodkowski, R.J. Motivation. Washington, D.C.: National Education Association, 1977.

DESCRIPTORS: Student Motivation

SHORT TITLE: Wlodkowski, 1977, Motivation Monograph

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT X IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE ___ SECONDARY SOURCE X DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This is a good review of findings related in learning motivation and teacher behaviors which can enhance it.

SYNOPSIS:

This monograph is a synthesis of research on factors which impact student motivation to learn. Implications of findings for teacher behavior are presented.

ITEM NUMBER: 325 SHORT TITLE: Wlodkowski, 1977, Motivation Monograph

RESEARCHER'S FINDINGS:

Extrinsic rewards are less effective in establishing and maintaining student motivation than are intrinsic rewards.

Students are more highly motivated, spend more time on-task and have greater achievement gains when teachers structure classroom activities so that students can frequently experience success.

Motivation is enhanced when teachers provide feedback, reinforce student efforts, and avoid public criticism of students.

With some qualifications, motivation has been found to be enhanced by the use of educational games, programmed instructional materials and computer-assisted instruction.

Recent research indicates that instructional activities calling for cooperation are more effective in enhancing learning motivation than are those which call for student-to-student competition.

RESEARCHER'S CONCLUSIONS:

"The teacher is the single most important person in cultivating and maintaining student motivation."

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 326 LOCATION: NWREL Info. Center/ERIC MF

REVIEWER: K. Cotton DATE REVIEWED: April 1982

CITATION: Young, P.B. Evaluation of the Academics Plus Program, 1979-80: Technical summary report #8106. Philadelphia, PA: Philadelphia School District Office of Research and Evaluation, 1980. (ERIC/EDRS No. ED 195 565)

DESCRIPTORS: Discipline, Student Motivation

SHORT TITLE: Young, 1980, Academics Plus

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS X

RELEVANT ___ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

SYNOPSIS:

The program is described as stressing "basic skills, discipline and dress codes, homework assignments, promotion requirements and special parent conferences;" but no detail is provided beyond this statement.

ITEM NUMBER: 326 SHORT TITLE: Young, 1980, Academics Plus

RESEARCHER'S FINDINGS:

RESEARCHER'S CONCLUSIONS:

REVIEWER'S NOTES AND COMMENTS:

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 327 LOCATION: NWREL Info. Center/ERIC MF

REVIEWER: K. Cotton DATE REVIEWED: April 1982

CITATION: Dunn, M., Hack, C., & Loring, A. Successful teaching of disadvantaged children: From the perspective of 94 Title I elementary school teachers who were identified as being the most effective in their schools. Miami, FL: Florida International University and Dade County Public School System, 1980. (ERIC/EDRS No. ED 205 488)

DESCRIPTORS: Educational Environment, Student Motivation, Discipline

SHORT TITLE: Dunn, et al., 1980, Title I Teacher Survey

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT X IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This study was well-designed and conducted, and convincingly demonstrates relationships between teacher organization and student outcomes.

SYNOPSIS:

One hundred Title I teachers in the Dade County Public Schools, who were identified by principals as effective in fostering achievement gains and positive attitudes on the part of students, were invited to be interviewed about their teaching and classroom management behaviors. The interviews were designed to collect data on "classroom management, promoting on-task behavior, class organization, motivational or contingency systems, parental contact and unique strategies or techniques." Findings were based on 94 completed interviews. Most of the students of the participating teachers were identified as disadvantaged black children.

ITEM NUMBER: 327 SHORT TITLE: Dunn, et al., 1980, Title I Teacher Survey

RESEARCHER'S FINDINGS:

Selected findings, as summarized by the researchers, include:

Successful teachers held the conviction that "in the initial stages of the school year, the classroom is not a place for creative exploration through which the child "discovers himself." This comes later, but first and foremost the rules must be learned and respected.

Sixty percent of the teachers used some type of motivational system in their classrooms. They consistently rewarded their children in tangible ways for displaying appropriate classroom behaviors.

The teachers in this study had an average of eleven years experience teaching disadvantaged children, cited their affection and respect for children as basic to their teaching approach, and were almost equally divided between black teachers and white teachers.

RESEARCHER'S CONCLUSIONS:

"School systems with significant numbers of disadvantaged children should review the Dade school study [and] establish training programs which will allow them to incorporate these findings into the in-service training of their teachers and other school personnel."

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 328 LOCATION: NWREL Info. Center/ERIC MF

REVIEWER: K. Cotton DATE REVIEWED: April 1982

CITATION: Allen, S. A study to determine the effectiveness of a Positive Approach to Discipline system for classroom management. Paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles, CA, April 1981. (ERIC/EDRS No. ED 203 490)

DESCRIPTORS: Discipline, Student Motivation

SHORT TITLE: Allen, 1981, PAD System

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT X IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Conclusions seem rather sweeping considering the size and duration of the study, but the study itself was well done and produced clear findings.

SYNOPSIS:

This paper reports findings on the use of the Positive Approach to Discipline (PAD) system with twelve classes of seventh graders in an urban middle school during one quarter. The school was described as 60 percent Anglo, 35 percent Black and 5 percent Mexican American. During the ten week period during which the PAD system was in operation, and for ten weeks before and again after this intervention, data were kept on: (1) disciplinary referrals to the school administration for students in general and by ethnic group; (2) suspensions; and (3) use of corporal punishment.

The PAD system involved a teacher training program in which a four-day workshop and ten followup sessions were conducted. Steps in the program included: (1) adopt a nonpunitive philosophy; (2) establish an open atmosphere for communication; (3) make behavioral rules and standards known to students; (4) teach responsible behavior in classroom activities and through the counseling office; (5) provide opportunities for students to experience success each day; (6) communicate friendliness to students on a daily basis. For students who do not respond to these approaches, additional steps include: (7) confronting students who are disruptive; (8) examining the

problem with the student; and (9) developing an agreement among student, teacher and counselor or administrator regarding the student's future behavior. For students who continue to be disruptive: (10) require students to sit for varying periods of time; (11) refer to the PAD "time-out" center those who continue to disobey; and (12) send home those who are not responsive to the center's rules and operations. Students who do not respond at this point are: (13) referred to a youth assistance agency.

RESEARCHER'S FINDINGS:

In comparison with the ten-week periods before and after the use of the PAD system, the period during which the system was in use resulted in: (1) a significant reduction in the number of students referred to administration; (2) a significant reduction in the number of Black students referred to administration; and (3) a significant reduction in the number of students suspended from school.

There was no significant difference in the number of times corporal punishment was administered.

RESEARCHER'S CONCLUSIONS:

Findings are restated, followed by recommendations to the effect that the PAD system should be implemented in schools: (1) where reducing administrative referrals is desirable; (2) where reducing suspensions is desirable; (3) within urban settings; and (4) with large Black populations.

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 329 LOCATION: NWREL Info. Center/Pamphlet File

REVIEWER: K. Cotton DATE REVIEWED: April 1982

CITATION: Davis, J.E. Coping with disruptive behavior. Washington, D.C.: National Education Association, 1974.

DESCRIPTORS: Discipline

SHORT TITLE: Davis, 1974, NEA Discipline Monograph

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT X IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE ___ SECONDARY SOURCE X DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 [2] 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This review is quite brief and touches on only a few aspects of discipline in classrooms.

SYNOPSIS:

After a discussion of the major methods teachers utilize to handle disruptive behavior in the classroom, the author presents findings from research which has investigated the effects of different approaches to dealing with disruptions. Findings on classroom management techniques which can reduce the incidence of disruptive behavior are also presented.

ITEM NUMBER: 329 SHORT TITLE: Davis, 1974, NEA Discipline Monograph

RESEARCHER'S FINDINGS:

Providing rewards. Research suggests that the most effective rewards take a nonmaterial form, providing the students with a sense of affection, approval, independence, self esteem...in a way that is appropriate to the individual student.

Group codes. Establishment of a behavior code by classroom groups can be an effective deterrent to disruptive behavior.

Sociodramas. Spontaneous recreations of dilemmas in human relations can be particularly useful in calling students' attention to disruptive behavior and to the influence this behavior has upon others.

The classroom should be organized to make work as simple, as interesting, as convenient, and as pleasant as possible.

RESEARCHER'S CONCLUSIONS:

Major findings are restated.

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 330 LOCATION: NWREL Info. Center/ERIC MF

REVIEWER: K. Cotton DATE REVIEWED: April 1982

CITATION: DeEsch, J.B. Group counseling with disruptive students. Paper presented at the Annual Convention of the American Personnel and Guidance Assocation, Atlanta, GA, March 1980. (ERIC/EDRS No. ED 192 234)

DESCRIPTORS: Discipline, Student Motivation

SHORT TITLE: DeEsch, 1980, Group Counseling Study

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT X IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 [4] 5 (Strong)

BRIEF DISCUSSION OF RATING:

This is a good study with clear findings and reasonable conclusions. Data lead to very encouraging conclusions about the efficacy of group counseling with disruptive students.

SYNOPSIS:

This study was designed to investigate the effects of a group counseling model on the school behavior and self-concepts of students with a history of disruptive behavior. Ninety-seven students in grades 7-10 were assigned to 14 counseling groups. Seven groups totaling 49 students comprised the treatment group, and another seven groups totaling 48 students comprised the control group. Each treatment group met 10-12 times, for one hour per session, over a 9-10 week period. The group counseling model used was characterized by: (1) definition and implementation of specific goals for each participant, as determined during an intake interview; (2) counselor assistance to participants in appraising their growth patterns and using evidence of personal growth as reinforcement for making desired changes; and (3) support and encouragement by participants of one another's efforts to reach personal goals. A pupil behavior inventory and a self-concept scale were administered to control and treatment students before and after the latter's participation in group counseling. Data on student disciplinary referrals and student grade point averages were recorded and used in the analysis.

ITEM NUMBER: 330 SHORT TITLE: DeEsch, 1980, Group Counseling Study

RESEARCHER'S FINDINGS:

The incidence of disciplinary referrals decreased significantly for treatment students and increased for control students. Treatment students evidenced significant improvements in self-concept ratings following treatment. Significant improvements in the treatment group's grade point average were noted, while a (nonsignificant) decrease was noted for the control group. Positive changes on the part of treatment students were maintained over time, determined by a followup administration of the instruments and student academic and disciplinary records.

"Students involved in the counseling experience verbalized their satisfaction with being able to express feelings openly within a confidential setting while being heard and understood by others."

RESEARCHER'S CONCLUSIONS:

Students who participated in the group counseling "changed on two levels: (a) they initiated action that brought positive results in their school behavior and academic performance; (b) they increased their self-concept."

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 331 LOCATION: NWREL Info. Center/ERIC MF

REVIEWER: K. Cotton DATE REVIEWED: April 1982

CITATION: Mattaliano. A.P. Classroom discipline: Recent research. West Hartford, CT: West Hartford Public Schools, 1980. (ERIC/EDRS No. ED 187 036)

DESCRIPTORS: Discipline

SHORT TITLE: Mattaliano, 1980, Discipline/Misbehavior Review

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT X IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE ___ SECONDARY SOURCE X DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Detail on the research reviewed is not provided, though the source for each finding and recommended behavior is cited.

SYNOPSIS:

Thirteen recent, major studies and reviews on classroom management and discipline were examined, and their major findings and conclusions are presented in list form with explanatory comments. Research findings are presented under the major headings of "Discipline" and "Student Misbehaviors." Synthesized information is presented in the form of recommendations to school personnel.

ITEM NUMBER: 331 SHORT TITLE: Mattaliano, 1980, Discipline/Misbehavior Review

RESEARCHER'S FINDINGS:

Findings emerging from the research reviewed indicate several factors which are effective in preventing disruptions: (1) self-awareness and congruence of beliefs and behavior on the part of teachers; (2) teacher awareness of interests and problems of individual students; (3) teacher awareness of and ability to express positive and negative feelings; (4) teacher development of skills in applying approaches to discipline problems--approaches such as behavior modification techniques and Human Relations Model techniques; (5) teacher ability to be firm and consistent, communicate enthusiasm, be aware of and monitor classroom activities, and to give praise and other feedback; (6) teacher presentation and enforcement of rules and consequences from the beginning of the school year.

Findings relating to student misbehavior indicate that the following behaviors on the part of school personnel are effective: (1) implementing the consequences as per previously stated intent; (2) dealing with the student from a close distance (5-6 feet); (3) informing students of next and more severe consequences if misbehavior persists.

For serious problems: (1) problems should be analyzed with student; (2) background information should be collected; and (3) teachers need to seek the help of other school staff and "helping structures" (e.g., time-out area). Punishments should be commensurate with the misbehavior and offer students opportunities to demonstrate positive intentions and changes.

RESEARCHER'S CONCLUSIONS:

School personnel should put into practice what is known about preventing and dealing with misbehavior and be responsive to new findings which can help promote order and student self-actualization.

REVIEWER'S NOTES AND COMMENTS:

None.

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SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 332 LOCATION: NWREL Info. Center/ERIC MF

REVIEWER: K. Cotton DATE REVIEWED: April 1982

CITATION: Thomas, J.W. Efficacy and achievement: Self-management and self-regard. Philadelphia, PA: Research for Better Schools, 1978. (ERIC/EDRS No. ED 177 712)

DESCRIPTORS: Student Motivation, Discipline

SHORT TITLE: Thomas, 1978, RBS Class Management Review

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT X IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE ___ SECONDARY SOURCE X DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 [4] 5 (Strong)

BRIEF DISCUSSION OF RATING:

Procedures used in the studies and reviews examined are well-detailed. Synthesis or findings is well-done.

SYNOPSIS.

This paper begins with a discussion of the "permissive" educational approaches which proliferated in the 1960s and the reaction to these as manifested in the "back to basics" movement and the "get tough" philosophy for dealing with student misbehavior. Acknowledging that proponents of both permissive and structured/authoritative approaches are often inspired more by intense feelings than by analysis of research on effectiveness, the author presents recent research findings on the effects of different school practices on student behavior, self-regard and achievement.

ITEM NUMBER: 332 SHORT TITLE: Thomas, 1978, RBS Class Management Review

RESEARCHER'S FINDINGS:

Practices whose preservation is endorsed by this research include: (1) strict control of student on-task behavior; (2) maximum structure for learning activities; (3) clear and overt standards for student behavior and student achievement; (4) explicit definitions of the role of teacher and student; and (5) the use of tests to provide information to students regarding their performance.

Less commonly practiced techniques supported by the research include: (1) the use of behavior modification procedures to correct serious disruptive and off-task behavior; (2) the use of self-control techniques to shape on-task behavior and eliminate off-task behavior; (3) use of self-management systems to teach and maintain self-regulated learning such as goal-setting, planning, studying, and learner selection/completion of instructional material; (4) the use of contracts, "apprenticeship instruction," individualized instruction, "self-talk" instruction and attibution training to supplement self-management procedures; and (5) alterations in classroom reward and achievement structures (e.g., use of criterion-referenced tests, individualized goal setting, self-evaluation, etc.).

RESEARCHER'S CONCLUSIONS:

"Provided that systematic procedures are followed for its implementation and a structured curriculum is provided for its maintenance, student-managed instruction has some important advantages over teacher-imposed control of instruction. These advantages include a more effective and individualized control of achievement-related and achievement-disruptive behaviors, a heightened sense of personal agency, and the possibility of a continued motivation to engage in learning activities."

Classroom structures characterized by external rewards, norm-referenced achievement standards, competitiveness, uniform goals and emphasis upon achievement rather than effort, can have depressing effects on student affect and motivation to achieve.

REVIEWER'S NOTES AND COMMENTS:

None.

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SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 333 LOCATION: NWREL Info. Center/ERIC MF

REVIEWER: K. Cotton DATE REVIEWED: April 1982

CITATION: Classroom discipline: Research Action Brief No. 5. Eugene, OR: ERIC Clearinghouse on Educational Management, 1979.

DESCRIPTORS: Discipline, Student Motivation

SHORT TITLE: ERIC/CEM, 1979, Discipline Brief

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT X IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE ___ SECONDARY SOURCE X DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This is a well-done, small-scale review.

SYNOPSIS:

This report reviews five studies concerning approaches to decreasing the disruptive classroom behavior of secondary students. Two of these studies concerned behavior modification treatments, two involved programs in which teachers received human relations training, and one combined behavior modification and human relations approaches.

ITEM NUMBER: 333 SHORT TITLE: ERIC/CEM, 1979, Discipline Brief

RESEARCHER'S FINDINGS:

Within the various approaches to minimizing disruptive behavior, strategies identified as particularly effective in reducing discipline problems and enhancing academic achievement included: (1) offering rewards such as early release from school on Friday afternoons or opportunity to pursue favorite free time activities; (2) working closely with individual students to identify problems and communicate friendliness and acceptance and (3) inviting student input for rule-making and dealing with behavioral problems.

RESEARCHER'S CONCLUSIONS:

Both behavior modification and humanistic programs can be effective. The choice of approach will depend on the values and inclinations of individual principals and teachers.

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 334 LOCATION: NWREL Info. Center/ERIC MF

REVIEWER: K. Cotton DATE REVIEWED: April 1982

CITATION: Bailey, R.E., & Kackley, J.C. Positive Alternatives to Student Suspensions: An overview. Washington, D.C.: Bureau of Elementary and Secondary Education, 1977. (ERIC/EDRS No. ED 165 347)

DESCRIPTORS: Discipline

SHORT TITLE: Bailey & Kackley, 1977, PASS Program

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT X IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 [4] 5 (Strong)

BRIEF DISCUSSION OF RATING:

This study was well done, with treatments and outcomes clearly described.

SYNOPSIS:

This study examined trends in the incidence of student suspensions in three schools in which the Positive Alternatives to Student Suspensions (PASS) program was in operation during 1972-73 and 1973-74. The three program schools--one senior high and two junior highs--were compared in terms of suspensions taking place before and after program implementation and in terms of suspension rates in relation to three comparison schools.

PASS is a Title III/IV-C program involving: (1) interpersonal communications training for all school personnel; (2) a 12-week program for teachers to expand their skills in creating and maintaining positive learning environments; (3) a 12-week developmental group counseling program for students experiencing problems; (4) a 12-week school personnel program featuring values clarification, transactional analysis and other behavioral science techniques and approaches; (5) a six-session training program for parents; (6) a "time-out" room for students to spend time discussing their problems with a school staff member; (7) a "school survival" course for students with a history of disruptive behavior problems to receive counseling and support from school staff members; and (8) a "home survival" course focusing on communication and resolving conflict with family members.

ITEM NUMBER: 334 SHORT TITLE: Bailey & Kackley, 1977, PASS Program

RESEARCHER'S FINDINGS:

PASS schools had significantly fewer suspensions than their comparison schools during both years in which the program had been operating. PASS schools had fewer suspensions than before program implementation during both years, and the program high school had a significant reduction in suspensions. The comparison schools reported increases in suspensions for both years, as compared to the base year.

An increase in suspensions for the junior high schools was reported for 1972-73, as compared with the base year. However, this increase was significantly less than the increase in the comparison junior highs. A statistically significant reduction in suspensions was reported for the program junior highs in 1973-74, as compared to the base year.

RESEARCHER'S CONCLUSIONS:

"Examination of the suspension data...indicates that the [PASS] schools have experienced a decline in suspensions. This reduction in suspensions is taken as evidence that the use of positive alternatives for preventing and resolving student behavior problems has assisted target school students [to] develop values and attitudes which lead to more productive behavior."

REVIEWER'S NOTES AND COMMENTS:

A copy of the program description and study procedures may be found in the Discipline/Motivation back up file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 335 LOCATION: NWREL Info. Center/ERIC MF

REVIEWER: K. Cotton DATE REVIEWED: April 1982

CITATION: School crime and disruption: Prevention models. Davis, CA: Responsible Action, Inc., 1978. (ERIC/EDRS No. ED 160 710)

DESCRIPTORS: Discipline, Student Motivation

SHORT TITLE: Responsible Action, 1978, Crime Prevention Models

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS X

RELEVANT ___ IRRELEVANT X FOR PRESENT PURPOSE

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

SYNOPSIS:

This document is an anthology of articles which offer potentially useful approaches to dealing with disruptions and crime in the schools. While not appropriate for inclusion in the present review, this document does offer information on programs and strategies for dealing with racial discrimination, student alienation, selection of school board members, training specialists and other issues which bear on school crime and its prevention/remediation.

The document is available in microfiche format from EDRS and in hard copy from the Superintendent of Documents.

ITEM NUMBER: 335 SHORT TITLE: Responsible Action, 1978, Crime Prevention Models

RESEARCHER'S FINDINGS:

RESEARCHER'S CONCLUSIONS:

REVIEWER'S NOTES AND COMMENTS:

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 336 LOCATION: NWREL Info. Center/ERIC MF

REVIEWER: K. Cotton DATE REVIEWED: April 1982

CITATION: Thompson, C., & Cates, J.T. Teaching discipline to students: An individualized teaching-counseling approach. Paper presented at the Annual Convention of the American Personnel and Guidance Association, April 1976. (ERIC/EDRS No. ED 127 507)

DESCRIPTORS: Discipline, Student Motivation

SHORT TITLE: Thompson & Cates, 1976, Teaching Discipline

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT X IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This is a nice, small-scale study.

SYNOPSIS:

The purpose of this study was to determine whether the use of individualized lesson plans for teaching discipline would be effective in (1) decreasing off-task behavior and disruptions, and (2) increasing the incidence of on-task behavior and appropriate social behavior. Six primary children identified as producing the greatest numbers of classroom disruptions comprised the subject group. Participating teachers developed plans for dealing with the kinds of disruptions generated by each subject, and applied planned strategies with each subject during classroom activities. Observors recorded data on appropriate and inappropriate social behavior and on on-task and off-task behaviors before and after the application of the individualized plans.

The program involved following a series of steps with regard to each student. Participating teachers: (1) made lists of approaches they had tried previously with the subjects and which had not helped; (2) reinforced appropriate behaviors; (3) offered special help to each subject each day; (4) used the principles of Reality Therapy to counsel subjects; (5) developed written contracts with students; (6) used time-out procedures at school and at home in collaboration with parents; (7) made use of community resources when necessary.

ITEM NUMBER: 336 SHORT TITLE: Thompson & Cates, 1976, Teaching Discipline

RESEARCHER'S FINDINGS:

All subjects significantly increased their on-task and appropriate social behaviors, while at the same time decreasing their off-task and inappropriate social behaviors.

While achievement outcomes were not part of the experimental hypothesis, teachers reported that treatment students' achievement improved during and after the intervention.

RESEARCHER'S CONCLUSIONS:

"The results from the study support our prediction that an individualized teaching-counseling approach for teaching the subject of discipline to children would be effective."

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 337 LOCATION: NWREL Info. Center/ERIC MF

REVIEWER: K. Cotton DATE REVIEWED: April 1982

CITATION: Grantham, M.L. The Herbert Marcus Elementary School model for classroom management provided by alternatives in discipline. Ft. Lauderdale, FL: Nova University, 1975. (ERIC/EDRS No. ED 115 587)

DESCRIPTORS: Discipline, Student Motivation

SHORT TITLE: Grantham, 1975, Marcus School

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT X IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Parts of the data analysis are unclear (e.g., whether the students in question are all students, minority students, misbehaving students, etc.). Some clear indications of project effectiveness, however, are offered.

SYNOPSIS:

This study examined the effects of a program designed to improve student behaviors, provide better learning conditions and reduce the inequity in applying disciplinary actions with black and white students. A Dallas, Texas elementary school with 600 students in grades K-7 (87% Anglo; 13% minority) was the site for the program and study. The researcher, who was also the school principal, worked with school staff to increase awareness of class management techniques, identify and respond to the needs of individual students, and to become aware of and address unconscious biases. Each of the school's 23 teachers worked intensively with one to three students (selected from each teacher's 10 nominees of students who were thought to be able to benefit from the program), each of whom was "matched" by the researcher with a control student, also from among the 10 nominees. Data on teacher attitudes, teacher behavior, student achievement and student disciplinary actions were collected and analyzed. The study took place over an 8-month period. The "treatment" program had many components, guidelines and individualized applications and will not be described in detail here. The 15-session staff development program addressed such subjects as school disciplinary needs assessment, assessment of individual student behavior, self-assessment of attitudes, processes of attitude change and alternative approaches to discipline and how to apply them.

ITEM NUMBER: 337 SHORT TITLE: Grantham, 1975, Marcus School

RESEARCHER'S FINDINGS:

Pre- and posttesting of faculty self-growth indicated a significant increase in teacher awareness and confidence in dealing with discipline problems.

Teacher observational data indicated an increase in positive teacher behaviors and a decrease in negative teacher behaviors.

Treatment students significantly increased their academic achievement.

A significant reduction in the incidence of disciplinary referrals of treatment students was noted.

RESEARCHER'S CONCLUSIONS:

"...the alternative discipline approaches used were considered effective, important and produced positive change within the regular school program due to staff development."

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 338 LOCATION: NWREL Info. Center/ERIC MF

REVIEWER: K. Cotton DATE REVIEWED: April 1982

CITATION: School suspensions: Are they helping children. A report. Cambridge, MA: Childrens' Defense Fund, Washington Research Project, 1975. (ERIC/EDRS No. ED 113 797)

DESCRIPTORS: Discipline

SHORT TITLE: Childrens' Defense Fund, 1975, Suspensions

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS X

RELEVANT ___ IRRELEVANT X FOR PRESENT PURPOSE

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

SYNOPSIS:

This is an in-depth report on school suspension practices, incidences and effects. One section offers descriptions of programs and strategies which are alternatives to suspensions, and these might be of interest to educators who are exploring alternative procedures for dealing with school discipline problems. It is neither a study relating practices to outcomes nor a review of same.

ITEM NUMBER: 338 SHORT TITLE: Childrens' Defense Fund, 1975, Suspensions

RESEARCHER'S FINDINGS:

RESEARCHER'S CONCLUSIONS:

REVIEWER'S NOTES AND COMMENTS:

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 339 LOCATION: NWREL Info. Center/ERIC MF

REVIEWER: K. Cotton DATE REVIEWED: April 1982

CITATION: Hapkiewicz, W.G. Research on corporal punishment effectiveness: contributions and limitations. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C., March 1975. (ERIC/EDRS No. ED 102 739)

DESCRIPTORS: Discipline

SHORT TITLE: Hapkiewicz, 1975, Corporal Punishment

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT X IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE ___ SECONDARY SOURCE X DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 [2] 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Detail on research reviewed is not provided. Findings bear only marginally on the concerns of the present project.

SYNOPSIS:

This is a review of research on corporal punishment--its incidence and effectiveness in remediating behavior problems in children.

ITEM NUMBER: 339 SHORT TITLE: Hapkiewicz, 1975, Corporal Punishment

RESEARCHER'S FINDINGS:

There has been an increase in corporal punishment during the years 1955-1975.

School-based research on the effects of corporal punishment is practically nonexistent. Most research has taken place in institutional settings and involves retarded, autistic or schizophrenic children.

Research indicates that corporal punishments such as electric shock are effective in reducing self-injurious behavior among disturbed children.

Physical punishments such as spanking have been shown to be effective in reducing the incidence of actions which are self-abusive and high-risk behaviors which are likely to cause injuries.

RESEARCHER'S CONCLUSIONS:

Research on corporal punishment cannot satisfactorily answer questions about its direct or indirect effects.

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 340 LOCATION: NWREL Info. Center/ERIC MF

REVIEWER: K. Cotton DATE REVIEWED: April 1982

CITATION: Bolstad, O.D., & Johnson, S.M. Self-regulation in the modification of disruptive classroom behavior. Eugene, OR: University of Oregon, 1972. (ERIC/EDRS No. ED 065 195)

DESCRIPTORS: Discipline, Student Motivation

SHORT TITLE: Bolstad & Johnson, 1972, Student Self-Regulation

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT X IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This small-scale study convincingly demonstrates the efficacy, at least in the short-term, of self- and external behavior monitoring rewards.

SYNOPSIS:

This study compared the effects of self-regulation, external regulation and a non-intervention condition on the incidence of disruptive classroom behavior among primary children. Forty first and second grade children identified as among the most disruptive in their classrooms were selected for the study. In Phase I, incidence of disruptive behavior for each student was recorded and low-disruption students (number not specified) were dropped from the study. In Phase II, two of the experimental groups received training in self-regulation, which involved recording their own behavior and receiving rewards whenever their self-ratings approximated those of the observor. External regulation continued for the remaining experimental group, and no regulation continued for the control group. In Phase IV, both self-regulation groups recorded their behavior and awarded themselves points without observor input or intrusion. The other two groups continued as before. In Phase V the provision of rewards ceased; one of the groups trained in self-regulation continued to record their disruptive behaviors. When the experiment was conducted in a second school, a second control group was added. These control students were all in the same class and there were no experimental subjects in this class. The experimental observations took place for one-half hour per day for eight weeks.

ITEM NUMBER: 340 SHORT TITLE: Bolstad & Johnson, 1972, Student Self-Regulation

RESEARCHER'S FINDINGS:

In Phase II and after, the experimental groups exhibited significantly lower rates of disruptive behavior than the control groups. Both external and self-regulation procedures were effective.

The self-regulation procedures were somewhat superior to the external regulation procedures.

After rewards were withdrawn the groups which continued to record their disruptions were less disruptive than the self-regulation group who stopped recording when rewards ceased.

There was a significant reduction in the incidence of disruptive behavior among control students who were in classes with experimental students. Behaviors of isolated controls did not change.

RESEARCHER'S CONCLUSIONS:

Self-regulation procedures appear to be either equally effective or more effective than external regulation procedures in both establishing and maintaining desired changes in behavior.

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 341 LOCATION: PSU Library

REVIEWER: K. Cotton DATE REVIEWED: April 1982

CITATION: Feldhusen, J. Problems of student behavior in secondary schools. In Duke, D.L. (Ed.). Classroom Management. Chicago, IL: The University of Chicago Press, 1979.

DESCRIPTORS: Discipline

SHORT TITLE: Feldhusen, 1979, Secondary Behavior Problems

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT X IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE ___ SECONDARY SOURCE X DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This review provides a good summary of research findings on preventative and remedial approaches to dealing with secondary students' behavior problems.

SYNOPSIS:

This chapter appears in the context of an anthology of articles on classroom management and focuses on secondary school behavior problems and their remediation. Information on the nature and extent of the problem is presented, along with theories of causation and descriptions of remediation programs. Prior to offering guidelines for dealing with the behavior problems encountered at the secondary level, a review of research on effective practices is presented, and this review is the focus of the present abstract. Of his article, the author states that "the major focus is on aggressive and disruptive behaviors because they constitute the greatest threat to teaching and learning."

ITEM NUMBER: 341 SHORT TITLE: Feldhusen, 1979, Secondary Behavior Problems

RESEARCHER'S FINDINGS:

Classroom management strategies identified as effective in preventing/ remediating student misbehavior at the secondary level include: (1) awareness of what is going on in the classroom; (2) smoothness of transitions between activities; (3) techniques which keep all students on task during learning activities; (4) providing activities which interest and challenge students; (5) highly specific instructional approaches and the use of criterion-referenced tests; (6) teacher ease in the company of students and acceptance of them; (7) provision of encouragement and reinforcement; (8) clarity and enforcement of rules from the beginning of the school year; (9) disciplinary action which takes into account the problems and needs of the individual student.

Behavior modification/management approaches have been researched more thoroughly than have other approaches to dealing with student behavior. These approaches "have generally yielded positive effects on academic performance, more positive social behaviors, and the reduction of agressive behavior, violence and deliquency." These approaches have, however, been criticized on grounds of "excessively specific and temporary impact." Self-control procedures have been found effective.

RESEARCHER'S CONCLUSIONS:

"The approaches of behavioral management...show much promise and some limitations. It is frequently necessary for classroom teachers to have special training and outside assistance to implement such techniques. Selecting reinforcers for adolescents often is more difficult than for students of elementary school age. At the high school level the use of free time, verbal reinforcers, and other natural payoffs may seem more appropriate than token economies. The behavioral contract, self-control and reinforcement, and peer reinforcement seem also to be of great potential value to secondary teachers."

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 342 LOCATION: NWREL Info. Center/Periodicals (MF)

REVIEWER: K. Cotton DATE REVIEWED: April 1982

CITATION: Zelie, K., Stone, C.I. & Lehr, E. Cognitive-behavioral intervention in school discipline: A preliminary study. Personnel and Guidance Journal, 1980, 59, 80-83.

DESCRIPTORS: Discipline

SHORT TITLE: Zelie, et al., 1980, Jr. High Counseling Study

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT X IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

More detail on the student-counselor interaction would have been helpful, but the general approach and intent of this kind of counseling is clearly described.

SYNOPSIS:

This study examined the effects of a cognitive-behavioral model of rational behavior therapy on the short- and long-term behavior of junior high school students. Subjects were 60 students in grades 7, 8 and 9, who had been referred for disciplinary action to the vice-principal of an integrated, urban junior high school. Thirty were randomly designated as control students, and thirty participated in a counseling program with five graduate students in school psychology. Treatment students received counseling designed to enable them to (1) perceive themselves and the world around them objectively; (2) think thoughts which will lead individuals' emotions and actions in a direction of their own choice; and (3) get what they want without significant personal or environmental conflict.

Outcomes measured were recidivism rate (number of additional disciplinary referrals) and student behavior as rated by teachers on follow-up reports.

ITEM NUMBER: 342 SHORT TITLE: Zelie, et al., 1980, Jr. High Counseling Study

RESEARCHER'S FINDINGS:

The recidivism rate was shown to be significantly lower in the treatment group.

On the four questions comprising the teacher follow-up instrument, treatment students received significantly more positive behavior ratings on two questions and ratings which were more positive, but not significantly so, on the other two.

RESEARCHER'S CONCLUSIONS:

"Results...lend support to the effectiveness of this RBT [Rational Behavior Therapy] disciplinary intervention model... The use of cognitive-behavioral approaches in counseling and physiotherapy has shown potential in previous studies in a diversity of settings. We now have some initial evidence that the educational potential of such approaches deserves future research and implementation."

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 343 LOCATION: NWREL Info. Center/Periodicals

REVIEWER: K. Cotton DATE REVIEWED: April 1982

CITATION: Landen, J.L., & Willems, A.L. Do you really know how to motivate children? Education, 1979, 99, 283-286.

DESCRIPTORS: Student Motivation

SHORT TITLE: Landen & Willems, 1979, Motivating Children

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT X IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE ___ SECONDARY SOURCE X DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Relatively small amounts of data are involved in this review and study, but the relationship between treatments and outcomes are convincingly demonstrated.

SYNOPSIS:

This article reviews studies on the effects of extrinsic rewards on subsequent student motivation. Four studies conducted with preschool and elementary students are reviewed followed by a report of a study concerning the effects of forced and unforced free-time activities on the learning attitudes of fifth graders.

In the study, each of 26 fifth graders was asked to name a favorite free time activity that could be pursued at school. The 13 experimental students were then required to pursue their chosen activities for 20 minutes each day for two weeks, and were informed that they would be tested on what they learned. Control students were free to choose activities during these same time periods and were not told they would be tested. Children were pre- and post-tested on their attitudes toward their chosen activities.

ITEM NUMBER: 343 SHORT TITLE: Landen & Willems, 1979, Motivating Children

RESEARCHER'S FINDINGS:

In the studies with preschool and elementary children, it was found that: (1) the more powerful the extrinsic rewards, the more likely they are to undermine intrinsic motivation in the absence of these rewards; and (2) surveillance of children while they were working on a task produced a decrease in the children's later interest in working on the tasks.

In the attitude study, experimental students developed more negative attitudes toward their chosen activities than did control subjects.

RESEARCHER'S CONCLUSIONS:

"The results of the research...suggest that extrinsic motivation, either by reward or forced activity, is inferior to intrinsically developed motivation."

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 344 LOCATION: NWREL Info. Center/Periodicals

REVIEWER: K. Cotton DATE REVIEWED: April 1982

CITATION: Bates, J.A. Extrinsic reward and intrinsic motivation: A review with implications for the classroom. Review of Educational Research, 1979, 49, 557-576.

DESCRIPTORS: Student Motivation

SHORT TITLE: Bates, 1979, Extrinsic/Intrinsic Motivation

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT X IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE ___ SECONDARY SOURCE X DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This is a good review of research on the way extrinsic reward systems affect intrinsic motivation. Its limited usefulness for the present project is due to inadequacies in the research base, not in the author's scholarship.

SYNOPSIS:

This is a review of research which has investigated the effects upon intrinsic self-sustaining learning motivation of various extrinsic reward structures. The studies were grouped according to the kind of reward system used, so as to identify the differential effects of different systems on the subsequent intrinsic motivation of subjects.

ITEM NUMBER: 344 SHORT TITLE: Bates, 1979, Extrinsic/Intrinsic Motivation

RESEARCHER'S FINDINGS:

When rewards have been made contingent only on participation in an activity, this has generally led to a decreased interest in that activity especially if that activity was, in itself, entertaining or stimulating.

Social reinforcers (praise, merit awards) generally contribute to intrinsic motivation if they are salient to the task at hand, if their presentation is unambiguous and if they occur at a low enough frequency to prevent satiation.

If repeated pairings of an extrinsic reinforcer with a task lead to a condition wherein task and reward come to be perceived as inseparable, withdrawal of the reward results in a virtually total absence of intrinsic motivation.

RESEARCHER'S CONCLUSIONS:

"The notion of dispensing a reward to elicit or enhance a desired behavior pervades the American educational system. Whether that reward exists within a token economy, an Honors Assembly, or some more informal classroom procedure, it affects both initial and subsequent behavior. In what direction, to what extent, and for how long a time are the questions that must be answered before the ultimate desirability of any reward system may be finally determined."

REVIEWER'S NOTES AND COMMENTS:

The inconclusive conclusion reflects the many methodological problems the author identified in the research studies reviewed. Trends other than those reported in the Findings section were noted, but the author confined himself to stating only those which emerged repeatedly from various research studies.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 345 LOCATION: NWREL Info. Center/ERIC MF

REVIEWER: K. Cotton DATE REVIEWED: April 1982

CITATION: Cooper, C., & Walker, C. Peer Dynamics, 1979-1980. Evaluation report. Part II. Lincoln, Nebraska: Nebraska State Department of Education, 1980. (ED 197 279)

DESCRIPTORS: Student Motivation

SHORT TITLE: Cooper & Walker, 1980, Peer Dynamics

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS X

RELEVANT ___ IRRELEVANT X FOR PRESENT PURPOSE

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

SYNOPSIS:

This evaluation indicated that the attitude toward self and others exhibited by program participants improved after program involvement. These improvements are not, however, tied to any behavioral change data.

ITEM NUMBER: 345 SHORT TITLE: Cooper & Walker, 1980, Peer Dynamics

RESEARCHER'S FINDINGS:

RESEARCHER'S CONCLUSIONS:

REVIEWER'S NOTES AND COMMENTS:

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 346 LOCATION: NWREL Info. Center/Periodicals

REVIEWER: K. Cotton DATE REVIEWED: April 1982

CITATION: Glickman, C.D., & Wolfgang, C.H. Dealing with student misbehavior: An eclectic review. Journal of Teacher Education, 1979, 30 (3), 7-13.

DESCRIPTORS: Discipline

SHORT TITLE: Glickman & Wolfgang, 1979, Eclectic Discipline Review

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS X

RELEVANT ___ IRRELEVANT X FOR PRESENT PURPOSE

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

SYNOPSIS:

This is a review of theories on dealing with misbehavior. It is not a research study or review of research.

ITEM NUMBER: 346 SHORT TITLE: Glickman & Wolfgang, 1979, Eclectic Discipline Review

RESEARCHER'S FINDINGS:

RESEARCHER'S CONCLUSIONS:

REVIEWER'S NOTES AND COMMENTS:

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 347 LOCATION: NWREL Info. Center/ERIC MF

REVIEWER: K. Cotton DATE REVIEWED: April 1982

CITATION: Hummel, J.H., et al., Misbehavior in the classroom: A comparison of two reinforcement-based behavior-reducing procedures (DRO and DRL). Paper presented at the Annual Meeting of the American Educational Research Association, April 1977. (ERIC/EDRS No. ED 139 513)

DESCRIPTORS: Discipline, Student Motivation

SHORT TITLE: Hummel, 1977, DRO/DRL

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT X IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 [2] ~ 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

These studies had only one subject each.

SYNOPSIS:

These studies examined the effects of two kinds of reinforcement on the incidence of misbehavior of primary and elementary children. In the first study, reinforcement (free time) was offered when the subject refrained from "talk-outs" and was postponed whenever a talk-out occurred. In the second, reinforcement (praise notes) was offered when the incidence of the student's problem--fighting--dropped below a certain prespecified level. A third experiment involved comparing the two approaches.

ITEM NUMBER: 347 SHORT TITLE: Hummel, 1977, DRO/DRL

RESEARCHER'S FINDINGS:

Both approaches were effective in reducing misbehavior.

RESEARCHER'S CONCLUSIONS:

Teachers preferred the practice of reinforcing students for keeping their "misbehaviors" at a low rate, since these behaviors are not always inappropriate and should not, therefore, be extinguished.

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 348 LOCATION: NWREL Info. Center/Periodicals

REVIEWER: K. Cotton DATE REVIEWED: April 1982

CITATION: Spaulding, R.L. Control of deviancy in the classroom as a consequence of ego-enhancing behavior management techniques. Journal of Research and Development in Education, 1978, 2 (4), 39-51.

DESCRIPTORS: Discipline/Student Motivation

SHORT TITLE: Spaulding, 1978, Control of Deviancy

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT X IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE ___ SECONDARY SOURCE X DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

More detail on the diagnosis and remediation procedures would have been helpful, but the review does indicate that this approach is helpful in reducing misbehavior while fostering personal development.

SYNOPSIS:

This report reviews the literature on the efficacy of behavior modification techniques in general for ameliorating classroom deviancy at the elementary level. The author then reviews studies concerning the effects of a particular behavior modification approach in which student behaviors are classified according to a Coping Analysis Schedule for Educational Settings (CASES) and teachers administer behavior modification strategies appropriate to the CASES profile generated for each student. The studies reviewed involved the Durham Educational Improvement Program, in which the behavior modification approach utilized CASES to determine a schedule for giving or withholding attention, praise, increments of opportunities for choice, food and/or candy and tokens; and for placing children in various time-out settings. Measures used in the studies included on-task behavior, attention, increases in acceptable behavior, decreases in unacceptable behavior, school achievement and I.Q.

ITEM NUMBER: 348 SHORT TITLE: Spaulding, 1978, Control of Deviancy

RESEARCHER'S FINDINGS:

Behavior modification techniques (in general) have been found to be very effective in bringing student classroom behavior under the control of the teacher. These methods have been criticized, however, on grounds of being repressive.

"...classroom management procedures based on comprehensive assessment of student ego development and socialization (using CASES) were found to facilitate institutional change and enhance the independent, productive, assertive, socially-integrative, and responsible characteristics of students."

RESEARCHER'S CONCLUSIONS:

"The findings reported in this article strongly support the use of principles of behavior modification in the creation of ego-enhancing school and classroom environments."

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 349 LOCATION: NWREL Info. Center/Pamphlet File

REVIEWER: K. Cotton DATE REVIEWED: April 1982

CITATION: Brophy, J.E., & Putnam, J.G. Classroom management in the elementary grades. Research Series No. 32. East Lansing, MI: Institute for Research on Teaching, October 1978.

DESCRIPTORS: Discipline, Time Factors

SHORT TITLE: Brophy & Putnam, 1978, IRT Class Management Review

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT X IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE ___ SECONDARY SOURCE X DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This is a good review, though the experimental studies available for analysis were limited.

SYNOPSIS:

This is a review of the literature on classroom management at the elementary level and includes sections on characteristics of students, teachers and environments; preparation; prevention techniques for discipline; management techniques; approaches to discipline; therapeutic approaches; and implications for teacher education.

ITEM NUMBER: 349 SHORT TITLE: Brophy & Putnam, 1978, IRT Class Management Review

RESEARCHER'S FINDINGS:

Preparation/prevention. Instruction proceeds more smoothly and discipline problems are less likely when lessons are well-paced, seatwork assignments are varied and challenging, classroom activity is monitored, classroom arrangements are well-planned and students can access their own belongings and classroom materials with a minimum of help.

Rules. Effective teachers/managers clarify rules, enforce them from the beginning of the school year and apply them consistently.

Behavior modification techniques remain controversial; positive changes engendered with them often do not persist over time, and knowledge is inadequate about what serves as reinforcement to students.

Therapeutic approaches. Counseling and therapy approaches developed by such theorists as Dreikurs, Redl, Morse, Glasser, Gordon and others appear promising, but data are not sufficient to permit firm conclusions.

RESEARCHER'S CONCLUSIONS:

The researchers expressed disappointment with the "limited body of empirical research," but were optimistic about current additions to that research and about the fact that most writings in the realm of "theory and ideas" are "complementary or mutually reinforcing."

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 350 LOCATION: NWREL Info. Center/ERIC MF

REVIEWER: K. Cotton DATE REVIEWED: April 1982

CITATION: Newman, D.G. An approach to combat student misbehavior at the ninth grade level: The Committee on Referral and Evaluation. Ft. Lauderdale, FL: Nova University, 1979. (ERIC/EDRS No. ED 193 766)

DESCRIPTORS: Discipline, Student Motivation

SHORT TITLE: Newman, 1979, CORE

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 [4] 5 (Strong)

BRIEF DISCUSSION OF RATING:

This is a carefully done and well-described evaluation.

SYNOPSIS:

This report describes and presents evaluation data for a program designed to reduce the incidence of serious discipline problems in a senior high school in Delaware. After a review of model programs in operation in other schools and an analysis of needs and problems at their own school, staff developed a program called CORE (Committee on Referral and Evaluation), which was intended to improve the behavior of students identified as hard-core discipline problems. Students so identified by the committee were interviewed in-depth and observed in the school setting, and additional data were gathered from teachers and parents/guardian. A review of these data by the committee resulted in a prescription for each student. Prescription options included combinations of family counseling, teacher counseling, new course of studies, work-school program, home study program, correspondence program, extension program, vocational rehabilitation, community college program, Job Corps, mental hygiene clinic, private psychiatric care, community resources and, as a last resort, expulsion from school. In leading to this evaluation, CORE worked with 17 students in grade 9 who had a history of serious problems and infractions such as drug and alcohol possession and use, carrying concealed weapons, fighting, stealing and running away from home.

ITEM NUMBER: 350 SHORT TITLE: Newman, 1979, CORE

RESEARCHER'S FINDINGS:

Suspensions were reduced by 25 percent or more for 12 out of the 17 participants. Teacher-assigned detentions were reduced by 50 percent or more for 13 out of 17 students. The negative behavior of 13 out of 17 students improved markedly, but fell short of the project goal with regard to numbers of suspensions. All program students were enrolled in supportive therapy and 13 of 17 attended 80 percent or more of all therapeutic sessions. All parents were involved, at least to the extent of receiving information on the CORE program. In addition, counselors made contact with 91 percent of all ninth graders in the school to identify problems, discuss career aspirations, etc.

In four cases the students were ultimately expelled from school.

RESEARCHER'S CONCLUSIONS:

Success was realized with five of the program's seven objectives and partially realized with the remaining two objectives.

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 351 LOCATION: Project Files

REVIEWER: K. Cotton DATE REVIEWED: April 1982

CITATION: Evertson, C.M. What research tells us about managing classroom instruction effectively. Palo Alto, CA: Teaching and Learning Institute, 1982.

DESCRIPTORS: Teacher Behavior, Discipline, Student Motivation

SHORT TITLE: Evertson, 1982, COETP

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT X IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE ___ SECONDARY SOURCE X DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This is a good overview of the studies and their findings.

SYNOPSIS:

This paper reviews findings concerning effective classroom management which have emerged from several research studies conducted by the Classroom Organization and Effective Teaching Project, University of Texas, Austin. The studies are summarized and their major findings presented. A set of tables is included which displays the incidence of disruptive behavior and the incidence of on-task behavior for participating students at the elementary and junior high levels.

100

ITEM NUMBER: 351 SHORT TITLE: Evertson, 1982, COTEP

RESEARCHER'S FINDINGS:

Effective managers--those whose students exhibited the greatest amounts of on-task behavior and the smallest amounts of disruptive behavior--were characterized by the following attibutes and behaviors:

1. They presented rules and assignments clearly, and they followed up on these presentations by pointing out to students <u>in detail</u> what aspects of their behaviors were appropriate and inappropriate.

2. Their rules and procedures refelected the ability to anticipate problems and formulate ways to prevent them.

3. They considered presenting rules/procedures and teaching students to follow these important aspects of their jobs.

4. They anticipated and developed ways to prevent many situations which would be likely to confuse, upset or distract students.

5. They introduced independent work gradually; then monitored and supervised its implementation.

6. They were consistent, flexible and held students accountable for their work and their behavior.

RESEARCHER'S CONCLUSIONS:

None drawn.

REVIEWER'S NOTES AND COMMENTS: 101

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 352 LOCATION: NWREL Info. Center/Periodicals

REVIEWER: K. Cotton DATE REVIEWED: April 1982

CITATION: Jenson, W.R. Behavior modification in secondary schools: A review. Journal of Research and Development in Education, 1978, 11 (4), 53-61.

DESCRIPTORS: Discipline, Student Motivation

SHORT TITLE: Jenson, 1978, Secondary Behavior Modification

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT X IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE ___ SECONDARY SOURCE X DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 [4] 5 (Strong)

BRIEF DISCUSSION OF RATING:

This is a well-done review of a large volume of research.

SYNOPSIS:

This is a review of research on the use of behavior modification in secondary schools, including research which has investigated the efficacy of behavior modification techniques in reducing disruptive behavior and enhancing student attitude and motivation. The research is grouped according to the kinds of behavior modification techniques used with students--social reinforcement, token economies, contingency contracting, home based reinforcement and group contingencies. Implications of research findings for teacher training programs are discussed.

ITEM NUMBER: 352 SHORT TITLE: Jenson, 1978, Secondary Behavior Modification

RESEARCHER'S FINDINGS:

Social reinforcement such as verbal praise and encouragement has been shown to be effective in reducing such disruptive behaviors as inappropriate talking and arguing with the teacher. Ignoring inappropriate behaviors (withholding praise) is as effective as or more effective than verbally reprimanding students for these behaviors.

Token economies. Most studies of token economies with adolescents have taken place in restrictive settings (institutions, special education classes, etc.). In regular settings, token econmies in which students can earn free time or inexpensive prizes have been effective in increasing time on task and reducing disruptions.

Contingency (or behavioral) contracting has been shown to be effective in enhancing achievement, increaing time on task, increasing school attendance and enhancing the communication skills of students.

Home based reinforcement programs in which students receive agreed-upon privileges or other rewards have been demonstrated to be very effective in reducing disruptive behavior and truancy and in enhancing academic performance.

Group contingencies in which rewards are given for appropriate group behavior, are effective in reducing disruptions and increasing appropriate behaviors.

RESEARCHER'S CONCLUSIONS:

"The literature reviewed in the paper demonstrates the effectiveness of behavior modification with both average and very difficult secondary students. Economically, behavioral techniques...utilize many of the resources and reinforcers that already exist in a student's environment, thereby delivering behavior changes for a relatively minimal investment."

REVIEWER'S NOTES AND COMMENTS:

A copy of the review may be found in the backup file on Discipline/Motivation.